

Psychology 424

Child and Family Psychopathology

Fall 2019

Where and When: Tuesday and Thursday 12:40-2pm in 108 Kresge Art Center

Professor: Alytia Levendosky, 107C Psychology Bldg, 353 -6396, levendo1@msu.edu

Teaching Assistant: Sarah Carroll, Room 37A Psychology Bldg, 703-475-7068, carro259@msu.edu

For all emails to either Professor Levendosky or Sarah Carroll, TA, please put Psy 424 in the subject line.

Office Hours: Professor Levendosky: Tuesday mornings from 10am-12pm
Sarah Carroll: Thursday afternoons from 4pm-6pm

Course Overview: Psychology 424 is an advanced undergraduate Tier II writing course. This course covers child and adolescent psychopathology. A developmental psychopathology framework is emphasized in the class. Theoretical models, research paradigms and findings, and clinical assessment and interventions with children families are reviewed. The course uses a descriptive psychopathology approach to clinical syndromes with an additional focus on research and theory, including psychobiological models, about the etiology of these syndromes.

Prerequisites: Psychology 295 and a Tier 1 writing course are required. Additionally, it is helpful to have taken abnormal psychology (Psy 280) and developmental psychology (Psy 244) as knowledge about those topics will enhance your understanding of the content of this course.

Course Objectives:

1. Understand a developmental psychopathology approach to understanding the etiology and risk factors for child psychopathology
2. Understand symptoms, course, and prevalence of childhood mental health disorders
3. Understand use of assessment and treatment for childhood mental health disorders
4. Understand how to critically review research in field of child psychopathology
5. Gain skills in scientific writing, including use of APA style format

Class format: Lecture, class discussion, in-class exercises

Expectations: Be in class and ready to fully engage from 12:40 – 2:00pm on Tuesdays and Thursdays from the beginning to the end of the semester. Read the assigned readings prior to class and be prepared to ask and answer questions about the reading. Please expect to give your full attention to your fellow students, to me, and to the activities of PSY 424. If your behavior is anything less than respectful and engaged, there is a reasonably good chance that I will draw your attention to your problematic level of respect and engagement. This feedback process will be awkward and uncomfortable for me and it may be aversive to you as well. (If there is some

type of health-related emergency underway for someone important to you and you are expecting important messages concerning this emergency during class, please inform me of that circumstance prior to the start of class.)

Course Materials:

1. Textbook: Abnormal Child Psychology, 7th Edition, by Mash & Wolfe, 2019 **ACP**
2. Book on childhood trauma – Choose 1 of 4 possibilities:
Chobsky, S. (1999). *The Perks of Being a Wallflower*. New York: Gallery Books at Simon & Schuster. ISBN-13: 978-1451696196.
Hadden, M. (2003). *The Curious Incident of the Dog in the Night-time*. New York: Vintage Contemporaries by Random House. ISBN-13: 978-1400032716.
Kesey, K. (1963). *One Flew Over a Cuckoo's Nest*. New York: Signet at Penguin Books. ISBN-13: 978-0451163967.
Quick, M. (2008). *The Silver Linings Playbook*. New York: Sarah Crichton Books at Ferrer, Straus & Giroux. ISBN-13: 978-0374533571.
3. Articles (All Available on D2L):
Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology*, 67, 187-211.
Elsaesser, C. (2018). The longitudinal relations between dimensions of community violence exposure and developmental outcomes among adolescent ethnic minority males. *Psychology of Violence*, 8(4), 409-417.
Levendosky, A. A., Bogat, G. A., Lonstein, J. S., Martinez-Torteya, C., Muzik, M., Granger, D. A., & von Eye, A. (2016). Infant adrenocortical reactivity and behavioral functioning: Relation to early exposure to maternal intimate partner violence. *Stress*, 19(1), 37-44.
O'Connor, T. G., Humayun, S., Briskman, J. A., & Scott, S. (2016). Sensitivity to parenting in adolescents with callous/unemotional traits: Observational and experimental findings. *Journal of Abnormal Psychology*, 125(4), 502-513.
Rauh, V. A., & Margolis, A. E. (2016). Research review: Environmental exposures, neurodevelopment, and child mental health—New paradigms for the study of brain and behavioral effects. *Journal of Child Psychology and Psychiatry*, 57(7), 775-793.
Scourfield, J., Van, d. B., Martin, N., & McGuffin, P. (2004). Conduct problems in children and adolescents: A twin study. *Archives of General Psychiatry*, 61(5), 489-496.

Course Requirements:

Attendance: You are expected to attend each class period as valuable material will be presented each day in class. If you have a family emergency, death, or you are too ill to attend class, you will need to let me know in writing. Not attending class will result in doing poorly as much of the material relevant to the papers and exams will be discussed in class and not available elsewhere.

In-class Exams: Each is 15% for total of 30%. There are 2 in-class exams: October 1 and November 14. These will be a combination of multiple choice and short essay questions. These

will cover the material up to the exam or between the 2 exams and will include material from the text, articles, book of your choice, and from class lectures.

Paper on Book of Choice: 10% This is a 3 page double-spaced paper on the book that you chose and is due on November 3. You must submit your book choice on September 24. You must choose a character in the book who appears with mental health problems. Then, the paper should briefly describe the overall story, describe the main storyline of the character you chose, describe the main qualities/characteristics/personality of the character, describe the mental health problems of the character and then do a differential diagnosis, using the DSM-5 criteria to support the diagnosis. More information on this paper will be on D2L.

Group Presentation: 10% You will be grouped with 4-5 other students who have chosen the same book. Your grouping assignment will happen on September 26 in class. Each group will be expected to work together outside of class time to develop a PowerPoint presentation, focusing on the differential diagnosis. These presentations will be given on November 7. More information will be on D2L.

Final Paper: Rough draft is worth 5% and final paper is 20% for a total of 25%. This is a 10-12 page paper. The Rough draft is due November 17. It will receive full credit if it is a full rough draft, description of this will be given early in the semester. Partial rough drafts will receive zero to ½ credit, depending on how long they are. The final paper is due on December 6. This is a research paper on a topic relevant to child psychopathology. You must have your topic submitted to me for approval by October 1. I will email you either an approval or recommendations for a revision of your topic by October 3. More information about both choosing a topic and the guidelines for the paper will be available on D2L. Approval of the paper topic is required in order to turn in the paper.

Peer Review: 5% credit will be given for participating in the peer review process as a reviewer.

Final Exam: 20% The final exam will be during the scheduled exam time for this course on December 12 at 12:45-2:45pm in 108 Kresge Art Center. The final exam will be comprehensive and will consist of 5 essay questions that you will choose to answer out of 8 possible questions.

Submission of Work: All written work will be submitted through D2L, including paper topic and book of choice.

Late work: I will not accept any late work unless you have informed me at least 24 hours before the assignment is due that you will miss the deadline and why you will miss the deadline. For late work you be penalized 10% of the points you earned for the assignment for each day (24 hour period after the due date, or portion of a day that your assignment is late).

Academic Honesty and Integrity: MSU has strict guidelines regarding academic honesty and integrity. These rules will be followed in this class, and no student is exempt for any reason. Refer to your Student Handbook to see details of these guidelines. Academic Honesty Article 2.3.3 of the Academic Freedom Report states, “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards. In addition, the Psychology Department adheres to the policies on academic honesty specified in General Student Regulation 1.0 - Protection of Scholarship and Grades, the all University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00 - Examinations (www.msu.edu/unit/ombud/RegsOrdsPolicies.html). Therefore, unless authorized by me, you are expected to complete all course assignments without assistance from each other or any other source. You are not authorized to use the www.allmsu.com web site to complete any work in this

course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course. If you have any questions or concerns about whether any particular activity is permitted in carrying out the work for this course are urged to see the very useful web site prepared by the University Ombudsman at www.msu.edu/unit/ombud, especially the section on Academic Honesty. The Ombudsman has some very specific information about the kinds of activities that are or are not appropriate. Also, please do not hesitate to discuss concerns or questions about these issues with me.

Furthermore, consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool. Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained in the global Turnitin repository.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines. They are:

- I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
- I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
- For a given assignment, I will use Turnitin for all papers.
- I will make the final determination of originality and integrity.
- To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

Limits to confidentiality: Papers and exams submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Accommodations for Students with Disabilities: [from the Resource Center for Persons with Disabilities (RCPD)]: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Course Schedule:

Note: All readings are to be completed prior to the day of class they are listed.

Week	Day	Date	Reading	Topic	Assignment Due
1	Th	8/29	None	Introduction to course and syllabus	
2	Tu	9/3	ACP Chapter 1	Intro to normal and abnormal behavior in children and adolescents	
	Th	9/5	ACP Chapter 2	Theories and Causes	
3	Tu	9/10	Cicchetti, 2016	Theories and Causes	
	Th	9/12	ACP Chapter 3	Research	
4	Tu	9/17	Rauh & Margolis, 2016	Research	
	Th	9/19	O'Connor et al., 2016	How to read a research paper	
5	Tu	9/24	ACP Chapter 4	Assessment, Diagnosis and Treatment	
	Tu	9/24 11:59pm			Choose Book of choice
	Th	9/26	ACP Chapter 4	Assessment, Diagnosis and Treatment	Assigned group for book of choice presentation
6	Tu	10/1			In-class Exam 1
	Tu	10/1 11:59pm			Topic for final paper
	Th	10/3		How to do a literature search	Response to topic
7	Tu	10/8		Plagiarism and other pitfalls to avoid in writing a paper	
	Th	10/10		Writing a research paper, including citation, etc...	
8	Tu	10/15	ACP Chapter 10	Mood Disorders	
	Th	10/17	ACP Chapter 11	Anxiety Disorders	
9	Tu	10/22	ACP Chapter 8	ADHD	
	Th	10/24	ACP Chapter 9	Conduct Disorders	
10	Tu	10/29	Scourfield et al., 2004	Conduct Disorders: Guest Lecturer: Sarah Carroll	
	Th	10/31	ACP Chapter 12	Trauma Disorders	
	Sun	11/3 11:59pm			Paper on book of choice
11	Tu	11/5	Levendosky et al., 2016	Trauma special topic: Intimate Partner Violence Research	
	Th	11/7		Group presentations on book of choice	Group Presentations

12	Tu	11/12	ACP Chapter 13	Substance Use Disorders	
	Th	11/14			Exam #2
	Sun	11/17 11:59pm			Rough Draft of Final Paper
13	Tu	11/19	Elsaesser et al., 2018	Critical analysis and discussion of a research paper on child trauma	
	Th	11/21		Preparation for and Conducting peer review	Peer Review
	Sun	11/24 11:59pm			Return Rough Drafts
14	Tu	11/26	ACP Chapter 13	Feeding and Eating Disorders	
15	Tu	12/3	ACP Chapter 6	Autism Spectrum Disorders	
	Th	12/5		Case Presentation for Differential diagnosis	
	Fr	12/6 11:59pm			Final Paper
16	Th	12/12 12:45- 2:45pm		108 Kresge Art Center	Final Exam

Technical assistance I: D2L

MSU D2L Help-Line: 1-800-500-1554 (toll-free) or 517-432-6200 (local) D2L website: [D2L HELP!!!](#)

Any concerns regarding the D2L system should be directed to the MSU Help-Line. Put these numbers in your cell phone. If they are only in D2L and you can't get into the D2L site, then you have a problem.

Use this link to see a video demonstration of MSU's course management software system, Desire2 Learn (D2L): [Introductory video: D2L at MSU](#)